



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
2007**

**Grade 7
Reading**

Reading

❶ A synonym for the word postpone is

- A. prepare.
- B. cancel.
- C. delay.
- D. continue.

The evidence against the suspect was strong enough for the investigation to progress.

❷ What does the word progress mean as it is used in the box?

- A. to create
- B. to fail
- C. to prove
- D. to continue

Dicey Tillerman has had many jobs working with boats. Read this passage and then answer the questions that follow.

Dicey's Dream

Cynthia Voigt

“Dicey?”

- 2** She heard him, but didn't hear him. His voice entered her consciousness the way the first sounds of morning enter a dream and become part of it, before you wake up into the real day. The smell of paint lingered, although she had cocked open the high windows and raised the wide metal door. The paint had a penetrating odor that hung on in the air. The curved sides of the dinghy shone with fresh color. She'd scraped and sanded the bottom before painting the sides. When this paint dried she'd put the boat up on the storage rack for the rest of the winter; and the job would be done because the bottom paint wouldn't go on until spring. Bottom paint was still wet when the boat went into the water. Green stains had plotched her jeans, her sneakers, her arms, hands, and face. Probably her hair, too, if she had a mirror to see it. She looked at her hands, the nails ringed with green, even after the scrubbing she'd given them in the shop's dank little bathroom. The hands she watched went right on with their work—as if she didn't exist—stroking the whetstone against the blade of the adze.

She was reviewing her plans. Dicey Tillerman always had things planned out so she could get to where she wanted. Where she wanted to get to was being a boatbuilder. Sailboats, she wanted to build sailboats. Not fancy yachts, but a boat a person could sail alone, or two people could sail.

- 4** Dicey knew you didn't get what you wanted just by wanting it. She'd worked the last two summers, over in Annapolis, to learn things she needed to know. She'd learned some carpentry, she'd cut and sewn sails, and this fall she'd hired herself out to a boatyard in Crisfield, never mind the rotten pay, to learn what you were contracting for when you offered winter storage and maintenance for boats.

The boats she wanted to build were wooden ones. She wanted to build a boat with a carved rudder to guide it by and the long, varnished tiller under your hand. Not plywood, either. Dicey Tillerman had an idea about a slender, soft-bellied boat built out of planks of wood fitted together so close it was as if they'd grown that way, sturdy enough for heavy winds but light enough so the slightest breeze would fill the sails and move it across the water.

“Dicey?”

For now, however, the shop came first, and the shop work—repair, maintenance, storage. She knew that nobody hired you to build a sailboat right away, first thing. She also had an idea for a dinghy, one that could be powered either by a motor or by oars. Her plan was to get herself a name for building dinghies, save up the profits, and then—when she was ready—start taking orders for sailboats.

3 In paragraph 2, the word splotched means

- A. smeared.
- B. scraped.
- C. scrubbed.
- D. split.

4 The **main** purpose of paragraph 4 is to show that Dicey

- A. has traveled often.
- B. has had too many jobs.
- C. is determined to learn about boats.
- D. is not making much money.

5 Which word **best** describes Dicey?

- A. sloppy
- B. ambitious
- C. tricky
- D. helpful

6 What is the setting for this passage?

- A. a shop
- B. a dock
- C. a sailboat
- D. a depot

7 According to the passage, what will Dicey **most likely** do to make her dream come true? Use details from the passage to support your answer.

Life on the Great Plains was different from what newcomers were used to experiencing. Read the passage and then answer the questions that follow.

Home on the Plains

Brandon Marie Miller

- 1** For women living on the Great Plains, the first shock was learning what sort of house they'd now be calling home. One girl recalled:

When our covered wagon drew up beside the door of the one-roomed sod house that father had provided, he helped mother down and I remember how her face looked as she gazed about that barren farm, then threw her arms about his neck and gave way to the only fit of weeping I ever remember seeing her indulge in.

Earth was the only real building material available in many parts of the plains. Sod bricks, cut into strips about one foot wide, two feet long, and four inches thick, were stacked grassy side down to form a one-room house. Each brick weighed about 50 pounds. Boards laid over door and window openings supported more sod piled on top. Loose dirt and mud filled in between the bricks. Overhead, a frame of poles covered with brush and more sod made a roof, while underfoot was a floor of packed-down earth.

The “soddie” offered protection and insulation against heat and cold. It wouldn’t burn during a

deadly prairie fire. But the house was also damp, musty, and impossible to keep clean. Women tacked up yards of muslin to catch sprinklings of dirt from the walls and ceilings. In rainstorms, the soddie dripped and ran with mud. Mice, bugs, and snakes felt perfectly at home in a house made of dirt. One girl remembered from her pioneering childhood:

Sometimes the bull snakes would get in the roof and now and then one would lose his hold and fall down on the bed, and then off on the floor. Mother would grab the hoe and there was something doing and after the fight was over Mr. Bull Snake was dragged outside.

- 4** From North Dakota down to Texas, the western plains often wore a desolate and lonely face—open, arid, scoured by the wind. But the land early pioneers avoided grew more attractive with the passage of the Homestead Act in 1862. The act allowed the head of a household to pay a small filing fee on a 160-acre claim at a government land office. If the family lived on the claim and farmed it for five years, the land was theirs. Usually men, but also some single and widowed women took up the challenge.

8 In the first paragraph, the word barren means

- A. lush.
- B. productive.
- C. rocky.
- D. empty.

10 In paragraph 4, the word desolate means

- A. deserted.
- B. dusty.
- C. cold.
- D. fertile.

9 From whose point of view are the italicized paragraphs told?

- A. “soddie” builders
- B. Native Americans
- C. pioneer girls
- D. sod busters

11 What is the **main** idea of this passage?

- A. Give me a home on the plains.
- B. Life on the plains was tough.
- C. Life on the plains was easy.
- D. There is no place like home.

12 A “soddie” had both positive and negative features. Describe these features by using details from the passage.

Acknowledgments

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“Dicey’s Dream” (p. 2) from *Seventeen Against the Dealer* by Cynthia Voigt. Copyright © 1989 by Cynthia Voigt. Published by Atheneum Books for Young Readers, an imprint of Simon & Schuster Children’s Publishing Division.

“Home on the Plains” (p. 4) from *Buffalo Gals: Women of the Old West* by Brandon Marie Miller. Copyright © 1995 by Brandon Marie Miller. Published by Lerner Publications.

Grade 7 Reading Released Item Information

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12
Content Strand ¹	WV	WV	WV	LI	LA	LI	LA	WV	II	WV	II	II
GLE Code	6-3	6-3	6-2	6-4	6-5	6-4	6-5	6-2	6-7	6-2	6-7	6-7
Depth of Knowledge Code	1	2	2	2	2	1	2	2	1	2	2	3
Item Type ²	MC	MC	MC	MC	MC	MC	CR	MC	MC	MC	MC	CR
Answer Key	C	D	A	C	B	A		D	C	A	B	
Total Possible Points	1	1	1	1	1	1	4	1	1	1	1	4

¹Content Strand: WV = Word ID/Vocabulary, LI = Literary/Initial Understanding, LA = Literary/Analysis & Interpretation,
 II = Informational/Initial Understanding, IA = Informational/Analysis & Interpretation

²Item Type: MC = Multiple Choice, CR = Constructed Response



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials
2007**

**Grade 7
Reading**

**NECAP 2007 RELEASED ITEMS
GRADE 7 READING**

6.3.1 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by identifying synonyms, antonyms, homonyms/homophones, or shades of meaning

1 A synonym for the word postpone is

- A. prepare.
- B. cancel.
- C. delay.
- D. continue.

6.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary

The evidence against the suspect was strong enough for the investigation to progress.

2 What does the word progress mean as it is used in the box?

- A. to create
- B. to fail
- C. to prove
- D. to continue

Dicey's Dream Literary Text

6.2.1 Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge)

3 In paragraph 2, the word splotched means

- A. smeared.
- B. scraped.
- C. scrubbed.
- D. split.

6.4.2 Demonstrate initial understanding of elements of literary texts by paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text

4 The **main** purpose of paragraph 4 is to show that Dicey

- A. has traveled often.
- B. has had too many jobs.
- C. is determined to learn about boats.
- D. is not making much money.

Dicey's Dream Literary Text

6.5.2 Analyze and interpret elements of literary texts, citing evidence where appropriate by describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time

5 Which word **best** describes Dicey?

- A. sloppy
- B. ambitious
- C. tricky
- D. helpful

6.4.1 Demonstrate initial understanding of elements of literary texts by identifying the characteristics of a variety of types/genres of literary text (e.g., **literary texts:** poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends)

6 What is the setting for this passage?

- A. a shop
- B. a dock
- C. a sailboat
- D. a depot

NECAP 2007 RELEASED ITEMS
GRADE 7 READING

Dicey's Dream
Literary Text

6.5.1 Analyze and interpret elements of literary texts, citing evidence where appropriate by explaining or supporting logical predictions (e.g., providing evidence from text to explain why something is likely to happen next)

- 7** According to the passage, what will Dicey **most likely** do to make her dream come true? Use details from the passage to support your answer.

Scoring Guide:

Score	Description
4	Response provides a plausible description of what Dicey might do in the future. Response includes relevant details from the passage.
3	Response provides a description of what Dicey might do in the future. Response includes some relevant details from the passage or is not fully developed.
2	Response provides a partial description of what Dicey might do in the future. Response uses limited details from the passage.
1	Response is vague or minimal. OR Response only provides a personal opinion with no text support.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

Predictions must have textual support and must be logical.

7

Dacey will do many things to fulfill her dreams. She will even work at horrible pay, like at the boatyard in Crisfield, just to learn about what you were contracting for when you offered winter storage and maintenance for boats. First she will learn all the shop work like repair, maintenance, and storage because she knows that no one hires you to build a sailboat right away. She had an idea for dinghies so she will make a name for herself making dinghies powered by oar or motor. Then she will take all the profits and start making and selling sailboats which is her dream. She knows she will have to work hard and do all the dirty work first but she will do anything to fulfill her dream.

Response provides a plausible description of what Dacey might do in the future. Response includes relevant details from the passage.

NECAP 2007 RELEASED ITEMS
GRADE 7 READING

SCORE POINT 3

7

I think Dicey will try building a boat. If Dicey succeeds with building a boat she will build her own sailboat. If she does not succeed she will try again because Dicey is willing to succeed in her dream. She was willing to take a junky job and she took time to learn about sailboats. Dicey even said she knew you don't get what you want just by wanting it. I think Dicey will fulfill her dream and build a sailboat.

Response provides a description of what Dicey might do in the future. Response includes some relevant details from the passage or is not fully developed.

NECAP 2007 RELEASED ITEMS
GRADE 7 READING

SCORE POINT 2

7

In the passage Dacey's Dream by Cynthia Voigt, Dacey is trying to to get better at painting, building and knowing the parts of a boat so some day she can make sail boats. Dacey will most likely keep on going to classes about building sail boats and she hired herself out to a boatyard in Cristfield.

Response provides a partial description of what Dacey might do in the future. Response uses limited details from the passage.

NECAP 2007 RELEASED ITEMS
GRADE 7 READING

SCORE POINT 1

7

Dacey will keep working like
she is now so she can become
what she wants to be and
she wants to be a boat maker.

Response only provides a personal opinion with no text support.

SCORE POINT 0

7

yes Dacey's dream will come true.

Response is totally incorrect or irrelevant.

Home on the Plains Informational Text

6.2.1 Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge)

- 8 In the first paragraph, the word barren means
- A. lush.
 - B. productive.
 - C. rocky.
 - D. empty.

6.7.1 Demonstrate initial understanding of informational texts (expository and practical texts) by obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)

- 9 From whose point of view are the italicized paragraphs told?
- A. “soddie” builders
 - B. Native Americans
 - C. pioneer girls
 - D. sod busters

Home on the Plains

Informational Text

6.2.1 Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge)

10 In paragraph 4, the word desolate means

- A. deserted.
- B. dusty.
- C. cold.
- D. fertile.

6.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to main/central ideas or key details

11 What is the **main** idea of this passage?

- A. Give me a home on the plains.
- B. Life on the plains was tough.
- C. Life on the plains was easy.
- D. There is no place like home.

Home on the Plains

Informational Text

6.7.3 Demonstrate initial understanding of informational texts (expository and practical texts) by organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)

- 12 A “soddie” had both positive and negative features. Describe these features by using details from the passage.

**NECAP 2007 RELEASED ITEMS
GRADE 7 READING**

Scoring Guide:

Score	Description
4	Response provides a thorough description of the positive and negative features of a “soddie.” Response includes relevant details from the passage.
3	Response provides a description of the positive and negative features of a “soddie.” Response lacks some relevant details from the passage or is not fully developed.
2	Response provides a partial description of the positive and negative features of a “soddie.” Response uses limited details from the passage. OR Response gives a description of either the positive or negative features of a “soddie.” Response uses relevant details from the passage.
1	Response is vague/minimal. OR Response only provides a personal opinion with no text support.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

Responses may include the following information:

Positive features

- sod readily available for building
- protection against heat and cold
- would not burn
- did offer limited shelter from the elements
- cheap to build

Negative features

- damp, musty
- dripped mud in rain
- mice, bugs, and snakes made their homes there
- frequent sprinklings of dirt from walls and ceilings
- sod heavy to work with
- impossible to keep clean

12

When people first moved west, they commonly lived in small, mud brick houses called "Soddies." There were both good and bad things about these "houses." According to Home on the Plains, "Sod bricks, cut into strips about one foot wide, two feet long, and four inches thick, were stacked grassy side down to form a one-room house." This meant the house was always dirty, and grew extremely muddy in rain. Also, the house was a perfect home for snakes and insects to live in. On the bright side, the Soddies didn't let in tremendous heat or cold. Nor did it burn during a prairie fire. Soddies were a place that was smelly, dark and dirty, yet necessary at the same time.

Response provides a thorough description of the positive and negative features of a "soddie." Response includes relevant details from the passage.

NECAP 2007 RELEASED ITEMS
GRADE 7 READING

SCORE POINT 3

12

One positive feature of a "soddie" was that the "soddie" offered protection. I know this because in the story it says "The "soddie" offered protection and insulation against the heat and cold. It wouldn't burn during a deadly prairie fire." But a down side was that it was damp. It says "But the house was also damp, musty and impossible to keep clean."

Response provides a description of the positive and negative features of a "soddie." Response lacks some relevant details from the passage or is not fully developed.

NECAP 2007 RELEASED ITEMS
GRADE 7 READING

SCORE POINT 2

12

A soddie is a part of the house that offered protection and insulation against the heat and cold. It would not burn during a deadly prairie fire either.

Response provides a partial description of the positive and negative features of a "soddie." Response uses limited details from the passage.

OR

Response gives a description of either the positive or negative features of a "soddie." Response uses relevant details from the passage.

SCORE POINT 2

12

A Negative is that snakes would climb up and some would lose their grip and fall on a bed and then on the floor.
A Positive is that it would keep the heat and the cold out.

Response provides a partial description of the positive and negative features of a "soddie." Response uses limited details from the passage.

OR

Response gives a description of either the positive or negative features of a "soddie." Response uses relevant details from the passage.

NECAP 2007 RELEASED ITEMS
GRADE 7 READING

SCORE POINT 1

12

Some Positive features about a
Soddie is the land is very fertile,
but a bad thing is that Snakes Crawl
in from the Poof.

Response is vague/minimal.

OR

Response only provides a personal opinion with no text support.

SCORE POINT 0

12

A "Soddie" was a person who was giving
and helping but "Soddie" also was a
person that could and would steal.

Response is totally incorrect or irrelevant.